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ESL 220-2

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Feedback for Zhihong Qian

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1. **What kind of essay has your partner written—informative, expository, or argumentative? Has he/she chosen the best approach or would another approach be better? Why or why not?**

Zhihong Qian wrote an informative essay about his experience. I think that he has chosen the best approach. This is because this genre is personal essay. He chose one of his habits about studying. This approach is appropriate for him to write his personal essay.

1. **Does the writer avoid the standard (and boring) 5‐paragraph essay structure? Or does the essay resemble the 5‐paragraph format too closely? In other words, has the writer attempted to write the essay in a more original, creative, and/or non‐standard way? If not, suggest how the write could approach the essay differently by changing its structure, presentation of thesis, level of creativity or originality, etc. AND explain why its present approach doesn’t work well.**

Yes, he attempted to avoid the 5-paragraph essay structure. This essay is creative about organization. This makes his essay more informal. In addition, since the thesis statement is not in first paragraph, this causes the reader to have the curiosity. I think that this is good try as a writer.

**INTRODCTION**

1. **Does the introduction grab your attention and interest? Does it effectively focus the reader’s attention on the topic and focus (purpose/thesis) of the essay? (Remember, the thesis doesn’t have to be stated right away but the writer should at least suggest the essay’s direction somehow.) In other words, does the logically introduce the topic and purpose of the essay and inspire some curiosity or interest in readers? Why or why not?**

No, the introduction of his essay is not interesting me because of that I know what the procrastination is. On the other hand, it makes me have the curiosity. At first, after I read this introduction, I wonder that what contents will be on the rest of paragraphs. I think that he should suggest the essay’s direction for the reader, and his background about topic in the introduction is little bit long.

**THESIS**

1. **What is the thesis? Is the thesis arguable? In other words, could you disagree with it, argue against it? Could the writer improve his/her thesis to make it more arguable? How? Evaluate the thesis and comment on why it does or doesn’t work.**

The thesis is that the effect of the procrastination is bad in his life. Yes, it is arguable. I also agree with his given statements. In my opinion, he should make his thesis statement shorter. This is little bit long.

1. **Do you feel that the writer’s purpose (thesis) is either too broad or too narrow? Would the essay be better if the writer expanded his/her idea a bit more or narrowed it down to something a bit more specific? Does it try to cover too much or too little? Why or why not?**

I think that the thesis statement is broad. He should choose one which his procrastination negatively affects between his health and his task. If he chooses one of them, this statement will be stronger than now.

1. **Does the thesis clearly answer the questions “so what?” and “who cares?” for the reader? In other words, has the writer given the reader something new, interesting, unique, original, and/or surprising to consider? Does thesis do more than simply present an observation or fact? Does it instead point out something others wouldn’t normally notice or think about? Does it offer the reader a new perspective of some kind? In other words, does the writer say something meaningful about the topic that demonstrates critical thinking—something that readers likely have not considered or thought about?**

No, he did not give something new, interesting, unique, for reader to consider. In addition, he did not write something meaningful about procrastination.

1. **What kind of thesis does the writer use—implicit or explicit? What kind of reasoning does he/she use—inductive or deductive? Where is the thesis placed in the essay—beginning, middle, end? Evaluate each of these features of the thesis (purpose) and explain whether you think the writer has made good, effective choices about communicating his/her thesis.**

He wrote an explicit thesis statement, and he use deductive reasoning. His thesis statement is placed on third paragraph. I think that he tried to be creative, but his thesis is long. If he combines first and second paragraph, that is to say, if he reduces his background about topic and the thesis statement is placed on second paragraph, it will be better.

**BODY**

1. **Does each body paragraph develop the thesis a little bit more? Does each body paragraph add meaning to the thesis? In other words, are the all body paragraphs logically connected to and clearly relate to the thesis? Do any of them go off topic or include irrelevant, unnecessary information? Which ones? Why do you think so?**

I think that all body paragraphs are not connected to thesis. This is because there are the ways to get out of the procrastinator in three body paragraphs. So these methods are not connected to how procrastination is bad to him. I think that he should change thesis or three sub points.

1. **Does each body paragraph have a clear topic sentence OR main idea? In other words, does each paragraph FOCUS on a single point that supports/helps explain the thesis? Or are there paragraphs with multiple or disconnected ideas? Which ones?**

As I mentioned above, three body paragraphs do not support the thesis; however, three topic sentences are clear.

1. **Has the writer balanced generalizations and specific detail well? Are there too many general ideas that make you, the reader, think “what does he/she mean?” Are there any places where you think there is way too much detail, which makes you, the reader, lose focus and wonder why the writer has included this information? Basically, do all the details clearly relate to the topic and thesis OR is there anything that just doesn’t “fit” or make senses(is irrelevant or unnecessary) that the writer could delete?**

His supporting details are enough for supporting his topic sentences in body paragraphs. Most of them are appropriate examples.

1. **Has the writer explained all of his/her ideas thoroughly and completely? Is all of the content clear and convincing? Or are you, as a reader, left with any unanswered questions? Does anything need to be explained more or explained better? What? Why?**

All is clear for me, so I understand all of the author’s point.

**12. Which rhetorical strategies has the writer used most? Are these rhetorical strategies the most appropriate ones for the topic and thesis? (Remember, these are: Illustration, Narration, Description, Classification, Compare/Contrast, Definition, Process, Cause/Effect, and Refutation.) Is there anywhere where a different strategy would improve the paper? Where? Why?**

He used two rhetorical strategies which are illustration, cause and effect, and narrative. At the beginning of essay, he uses the narrative skill. Some of them are illustrated like the situation how he became the procrastinator or his thoughts. In addition, by using the cause and effect tactics, he explained how to avoid the procrastination.

1. **Is the essay well organized? Are the body paragraphs arranged in an order that makes sense—does each point follow the previous one in a logical way? Why or why not? How could the writer arrange sentences or paragraphs better?**

His essay is well- organized. His essay is like a story. This is because he used some transition words which make sentences more coherent.

**AUDIENCE & TONE**

1. **How would you describe the writer’s tone? Is it serious, playful, concerned, etc.? Is it too formal or informal? Is the writer’s tone appropriate for the subject (topic), thesis (purpose), and audience (readers)? Consider things like whether the writer has balanced his/her use of diction appropriately (general vs. specific, concrete vs. abstract, mono vs. multi syllable words, figurative language) and if he/she has tried to use vivid, interesting, SPECIFIC nouns, verbs, adjectives, adverbs. Explain your evaluation**

His tone is concerned and informal and is proper for the procrastination and the reader. In addition, he has balanced his use of diction appropriately. He used figurative language about what he thoughts before he started his task, and he used concrete words and mono syllabus words, but some of them are multi.

1. **Does the writer consider his/her readers thoughtfully, being careful not to say anything to unnecessarily offend, anger, or show disrespect to readers? Explain your answer.**

No, he did not write things that make the reader be anger. This is because this essay is about his personal experience.

**CONCLUSION**

1. **Does the conclusion effectively bring the paper to a close, making it feel “finished”? Is it logical and make sense? Does it avoid introducing new ideas (it should avoid this)? Does it restate the thesis clearly in words that are different from the thesis?**

Yes, it makes me feel finished, and it is logical and makes sense. There is no new idea, but when he restated the sub points, he used same words.

1. **Does it offer a closing thought, giving readers something to keep thinking about? (For example, a warning, prediction for the future, suggestion, instructions, question to think about, call the readers to action, etc.)? (It should.)**

Yes, he wrote his final thought like promise in the future in the last sentence.

**OVERALL EVALUATION**

1. **Do you feel like you have learned something by reading this essay? Has the writer worked hard to offer his/her readers something interesting and meaningful to think about? Why or why not?**

Yes, I learned one way to overcome the procrastination. That is after class to stay in the classroom and do the homework. Except for this, there are no interesting or meaningful ideas for me. This is because the rest of them are common ways.

1. **Overall, when you finished reading the essay, are you convinced? In other words, is the essay persuasive? Why or why not?**

No, this essay is not persuasive. This is because, as I mentioned above, three topic sentences so not support the thesis statement.

1. **How does the essay “flow”? Are there too many short sentences or too many long sentences? Does the writer use transition words (however, therefore, in addition, etc.)? Are there any major errors that disrupt reading? Be specific in your answer by explaining what the effect of sentences, transitions (or lack thereof), and/or errors have on the reader.**

I think that this essay had good flow. It is good for reader to read this essay. Also, the transitions make this essay smoother. There are no errors that interrupt reading in this essay.